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.....62 South St.

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THE UNIVERSITY OF ALBERTA

A SURVEY AND ANALYSIS OF TEACHER AIDE PROGRAMS

by

(C) Donald Allan Mitchell

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A SURVEY AND ANALYSIS OF TEACHER AIDE PROGRAMS, submitted by DONALD ALLAN MITCHELL in partial fulfilment of the requirements for the degree of Master of Education.

.....
Supervisor

.....

.....

Date July 18, 1973

ABSTRACT

The purpose of this study was (1) to survey the development of teacher aide programs and consider the basic practices attendent to their adoption and (2) to investigate the role of teacher aides and their effectiveness as perceived by personnel in a selected school system.

The survey was approached by way of a review of the literature, while the latter problem was investigated by analyzing the data obtained through the application of four different questionnaires. A sample of 166 teachers, 23 teacher aides, and six administrators in seven elementary schools in an Alberta school system was used in this latter phase of the study.

In order to establish areas of potential aide performance, the Teacher Activity Opinionnaire was used to produce rankings by teachers of selected teacher activities based on the criterion of relative importance to the teaching function.

Those activities perceived by the teachers to bear the least importance to the teaching function were supervision duties, attendance checks, recording of pupil data, lesson material duplication, and the procuring and setting up of audiovisual equipment. Application of the Spearman rho showed the perceptions of aided and non-aided teachers in the sample not to be significantly different in making such rankings.

Responses to the Teacher Aide Activity Opinionnaire revealed that aided teachers and aides do not differ significantly in their perception of the emphasis accorded by the latter to various activities in their job performance. Both groups agreed that the teacher aides gave high priority in their job performance, to the activities of duplicating, typing, and recording of pupil data. This opinion conforms closely with the activities identified in the Teacher Activity Opinionnaire as perceived to bear least importance to the teaching function. However, the aides did not perceive that pupil supervision and making of attendance checks received a great deal of emphasis in their own job performance. Both groups, however, perceived the aides to accord relatively little emphasis to the entering of marks in report cards.

The Nonteaching Activities Opinionnaire revealed that the non-aided teachers felt they gave more emphasis to pupil supervision duties, report card entries, and the scoring of standardized tests than that accorded the job performance of the aides by the aided teachers in the sample.

The principals in the sample perceived the aides making a positive contribution, and favored both a continuation and future expansion of the teacher aide project.

As a result of the study it was recommended that further research be carried out to assist the school administrator in identifying effective means of utilizing

teacher aide personnel; that the tasks delegated to aides include those activities selected by their partner teachers as bearing little importance to the instructional process, and; that school boards and their administrative staffs utilize teacher aide personnel to enhance the professional and instructional role of the classroom teacher.

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CHAPTER I

INTRODUCTION

In recent years there has been a marked increase in society's awareness of the need for effectual educational programs in our schools. As educators are being caught up in an urgency for change and improvement, the schools are faced with an unparalleled period of expansion in knowledge, program offerings, and operational costs. As a result, greater attention is being placed on the problem of more adequate and efficient utilization of instructional staff. One of the more thought-provoking experiments for such change involves the use of non-professional personnel called teacher aides to relieve teachers of routine clerical and supervisory duties. The underlying assumption has been that if teachers are to be able to devote the major part of their efforts to instruction, then they must be relieved of many of their miscellaneous tasks which call for little or no professional training and competence.

It is commonly recognized that an improved instructional program could be developed if teachers had more time for planning, for conferences, and for instruction. Gardiner has stated, "the use of teachers' aides to carry out routine tasks is one promising development", (17, p.82) while one element of Trump's Images of the Future is the use of clerical aides to allow the teacher to be concerned with

more professional matters. (38, pp.1-46) More recently Campbell has contended that most teachers could use this type of assistance to great advantage (4, p.73), while nearer the Canadian scene Thomson has sought to focus attention on the liberation of the teacher in the classroom in calling for the implementation of a teacher aide program in our schools. (36, p.37)

Since it is generally accepted that educational innovations be supported by research, there is an obvious need for investigating the practice and feasibility of using persons having less than professional teaching skills and qualifications to perform some of the non-teaching operations inherent in the teaching function.

I. THE PROBLEM

Statement of the Problem

The purpose of this study was twofold: (1) to survey the development of teacher aide programs and consider the basic practices attendent to their adoption and, (2) to investigate the role of teacher aides and assess their effectiveness as perceived by other school personnel in a selected school system.

Statement of the Sub-problems. In the course of the study the following related problems were investigated:

1. (a) What dominant factors influence the recruitment and selection of personnel for teacher aide positions?

(b) What training and supervision should teacher aides have?

(c) What kinds of tasks and responsibilities might teacher aides take on?

(d) What are the legal implications pertaining to the use of teacher aides?

(e) To what extent have teacher aide programs been adopted in Canada and the United States?

(f) What are some reasons being advanced to warrant the utilization of teacher aide personnel in our schools?

2. Of a number of selected day-to-day teacher activities, which bear the least importance to the teaching function as perceived by the teaching staffs in a school system sample?

3. As perceived in terms of actual performance, do aided teachers and non-aided teachers differ significantly in the importance they attach to a number of selected teacher activities?

4. Do aided teachers and aides differ significantly in their perception of the emphasis accorded to aides to a selected number of activities?

5. Is there a significant difference in the perceptions of aided teachers and non-aided teachers, as to the emphasis accorded a number of selected non-teaching activities performed by aides and by non-aided teachers?

6. What opinions do school administrators hold as to the contribution made by teacher aides to their schools; and regarding the future use and expansion of the "teacher aide project"?

II. IMPORTANCE OF THE STUDY

Factors contributing to the effective use of the professional training and competencies of the teacher are of major concern to the school administrator. New dimensions in formal education requiring a more demanding role of teachers, the expanding needs of society for school services, and in-service training of professionals to meet these needs make it imperative that new and more efficient methods of staff utilization be sought out and put into practice in our schools. It is quite natural therefore that plans for providing assistance to teachers have been considered. Such have given rise to the employment in school systems of para-professional and non-professional personnel known most commonly as teacher aides. However, until very recently there has been a paucity of information available to guide the school administrator and his staff in adopting this personnel innovation. This study may serve to facilitate the implementation of teacher aide programs within our school systems and form a basis for further study in this area.

In light of the rapidly expanding complexity of the educational process, it seems likely that this relatively new addition to public school staff personnel will warrant increasing attention and experimentation in the years immediately ahead. The National Commission on Teacher

Education and Professional Standards sees the addition of such auxiliary personnel in schools as "one of the most challenging and hopeful advances in modern education," (26, p.18) while a survey report on the use of teacher aides in Canadian schools supports indications that their numbers will increase substantially in the future. (5, p.38)

III. DEFINITION OF TERMS

The auxiliary personnel used to relieve teachers of non-instructional tasks serve various functions and as a result have come to be identified by almost as many names or titles as the number of functions they serve. The more common of these are defined in terms of work stations or services offered, such as Clerical Aide, Library Aide, Laboratory Aide, Study Center Monitor, Teacher Aide, and Team-Teaching Assistant. Depending on the training and qualifications that such personnel bring to the job, they are also referred to in many instances by the more general classifications of para-professionals, sub-professionals, and non-professionals. However, whatever their particular function or name-designation, for the purposes of this study they are referred to as teacher aides and accorded the following definition.

Teacher Aide. One who performs, on a part-time or full-time salaried basis, assigned tasks which ordinarily form part of the teacher's non-instructional work load of

(1) school and classroom management, (2) preparation and presentation of lessons, and (3) evaluation of student progress.

IV. DELIMITATIONS, LIMITATIONS, AND ASSUMPTIONS

Delimitations

1. The survey portion of this study concentrated on a summary of the more pertinent considerations given the inception of teacher aide programs in the United States and Canada during the period from 1950 to the late sixties. The teacher aides referred to are paid employees, not volunteers.

2. The data collected for the statistical research were restricted to a number of selected schools in an Alberta school system. The schools chosen were those involved in a pilot "teacher aide project" during the 1966-67 school term.

3. No attempt was made to appraise changes in the quality or effectiveness of teaching or programs offered as affected by the use of teacher aides.

General office personnel performing activities relating to the overall operation of the schools concerned were included in this study if they also performed tasks which would ordinarily have been carried out by teachers.

Limitations

1. As few references have been made to the use of

teacher aides in Canada until recently, the survey has drawn more heavily on practices cited in the United States.

2. The statistical designs applied were confined to seven selected schools in a single school system, six of which employed teacher aides. The seventh school was chosen simply to obtain a sample "matched" to the grade structure and approximate size of one of the other six.

Assumptions

The study was carried out with the following assumptions:

1. The teacher and teacher aide activities found in the instruments used were representative of typical experiences for such personnel.

2. The opinions offered by the respondents and the rankings made by them relate to actual performance of duties.

3. The scales used in the instruments were adequate to meet the requirements of the statistical tests employed.

V. OVERVIEW OF THE THESIS

In Chapter II of this study, literature related to the utilization of teacher aides and considerations attendent to the teacher aide programs is reviewed.

The methodology of the study is summarized in Chapter III, together with the design of the four instruments used, the details of the samples selected, and the collection and treatment of the data. The hypotheses upon

which the analysis was based are also presented.

Chapter IV is devoted to analyzing the data. A ranking of selected teacher activities is established and compared to the teachers' and aides' perception of the latter's job performance. The emphasis attached to various teacher aide activities is examined, as well as school administrators' assessment of the contribution to school programs by the aides.

In Chapter V the results of the study are summarized, conclusions based on the results of the analysis are drawn, and the recommendations arising from the study are presented.

CHAPTER II

REVIEW OF THE LITERATURE

The addition of non-professionals to school staffs for the particular purpose of providing assistance to instructional personnel is a comparatively recent development. Experimentation in the use of teacher aides was initiated in a number of widely scattered areas in the United States during the early 1950's as a partial solution to the problem of increased pupil enrolment in the face of teacher shortages and expanded school programs. Since then however, as educators generally have increased efforts to achieve new and better staff utilization practices, the role of teacher aides has taken on more global dimensions. From a small beginning a few years ago, the program gained momentum during the 1960's and has blossomed into a significant adjunct of school systems both in the United States and Canada.

Few studies in the United States and Canada, however, have attempted to establish research needs or the relative importance of problems in this field. The review of literature in this chapter is thus primarily aimed at drawing together a concensus of practices and considerations pursued in the implementation of teacher aide programs. The facets examined include (1) Recruitment and Selection, (2) Training and Supervision, (3) Duties, (4) Legal Status, (5) Critics

and Cautions, (6) Extent of Use, and (7) Why They Are Needed.

Recruitment and Selection

Although attempts are being made to develop and isolate aide classifications dictating specific aptitudes and qualifications to be met, such decisions have generally remained flexible as school systems have attempted to learn more about how best to utilize such personnel. Obviously, the qualifications sought have varied with the functions to be served, but in many cases a preference has been shown for high school education and typing or clerical experience.

To gather data on the use of teacher aides in large school systems, the Educational Research Service of the National Education Association in 1966 surveyed practices used during the 1965-66 school term in 217 school systems each having enrolments of over 12,000 pupils. The results indicated that approximately two-thirds of the systems required at least a high school education of the 30,000 paid aides involved. After learning about the position through advertising media used by the school system or being located through such sources as employment agencies, federal projects, and local colleges, the aide was usually subjected to a screening process involving interviews at home and in the school as well as an evaluation of qualifications by a selection committee. Central office staff and school principals were responsible for selection of candidates in

most cases, with teachers assisting in a significant number of systems. (25, p.7)

A survey carried out in Canada during the 1966-67 school term revealed similar practices. Reports involving approximately 1,000 teacher aides in 94 school systems showed that local advertisement was followed by interview with the school Principal concerned, who looked for high school graduates having maturity, personal suitability, and preferably some clerical or social welfare experience, together with music, art, or crafts ability. (5, pp.13-25)

More recently, the results of a province-wide survey in Western Canada revealed that of 124 aides reported, approximately 85 per cent had business training and Grade XII or higher education. (1, p.3)

In soliciting applications through the medium of the local press for the position of teacher aide for the 1968-69 school term, an Alberta school board indicated that successful candidates would be mature, have a genuine interest in young people demonstrated through church, community, or social organizations, and preferably possess musical, artistic or dramatic talent. High school graduation with commercial training was desirable in applicants for elementary school positions, while those sought for assignment in junior and senior high schools were expected to have a science background and possibly post-grade XII training. (13, p.18)

In calling for the establishment of a Board of Teachers' Aides Certification in Alberta, Thomson has structured a tentative preparation program for aides, but warns, "this is no position for the community volunteer worker nor for the housewife seeking part-time employment of an unskilled nature, nor for the willing and friendly neighbour." (36, p.37)

Although selection methods vary, Cutler's research in New York State showed that the actual selection was usually handled by the administrative staff, with teachers and administrators cooperating in some districts. (8, p.116) In the "Bay City Experiment", names of possible candidates were referred by teachers, administrators, P.T.A. members, and others. All candidates were first interviewed in their homes, followed by a second interview in the school. A high school certificate became the minimum educational requirement in this program. (29, p.107)

Kennedy has called for careful attention to the placement of the aide in establishing any guidelines for aide selection because of problems that may arise from personal relationships, suggesting a strong justification for giving teachers some responsibility in the selection of their assistant. (21, p.6) If the aide is a professionally trained person, then having a philosophy of educational values somewhat similar to that of the teacher would probably make for a more compatible relationship.

While specific qualifications mentioned in the literature usually include an appreciation for and a desire to work with children, previous vocational training, and some stature in the community, Thomson adds the following advice:

> Adaptability and flexibility also seem important aide attributes since this person will ordinarily work with from four to seven teachers who sometimes make hurried and incoherent requests. Reliability appears perhaps the most critical trait of all. In meeting deadlines, handling student grades, typing and correcting tests, and dealing with confidential information, the aide must perform admirably well or else fail.
>
> The job of the aide, then, cannot be awarded to last year's high school graduate in secretarial science, however promising her potential. The aide manages a position of substantial stature and of real responsibility. Her maturity must therefore be adequate. (37, p.328)

Training and Supervision

Until more data has been gathered on the use of teacher aides and more school systems experiment with such programs, decisions as to methods of training and supervision will probably remain flexible and vary from situation to situation. To date, local school systems have borne the major responsibility in the training programs used, with principals and/or teachers determining and supervising the roles played by teacher aides. Most of the literature surveyed dealing with existing teacher aide programs reports the use of pre-job orientation participated in by administrators, cooperating teachers, and aides, followed by regularly scheduled in-service training. It would appear

however, that the bulk of training comes in on-the-job situations, with most of the aide's tasks being assigned by, and carried out under the direct supervision of, the teacher.

A large British Columbia center recently reported the provision of training courses for aides by the Adult Education Division. (27, p.54) In most of the systems reporting in a National Education Association survey in 1966, the training of aides following employment was the responsibility of the teacher or groups of teachers with whom the aide was to work. Other training programs included pre-school institutes, in-service workshops, written guides and job descriptions, and junior college courses in some cases. Only seven per cent of the systems reported no formal training for teacher aides. (25, p.9) Since this survey, at least one major university has joined local school officials in conducting in-service training programs for aides. (39, p.19) The Canadian survey shows that most preparation as needed, comes in the form of on-the-job training. The aide is responsible to the Principal of the school through the teacher with whom she works and has no instructional or professional authority with reference to the pupils, except as may be delegated by the teacher. (5, p.13)

The importance of acquainting teacher aides with their ethical responsibilities and their working relationships with teachers and children, as well as orientation with

respect to school philosophy, and some insight into the principles of child growth and development, has been stressed by Park. (29, p.108) In assessing the implications of this topic, Rioux has stated,

> Many large, urban school systems have the facilities to train sub-professionals . . . . Each school should carefully weigh the goals, programs, procedures, and policies before determining whether or how it will train sub-professionals. (31, p.6)

Clarke takes the position that the training of teacher aides can best be done by the community junior college, using a local elementary school as a natural laboratory (7, p.43); and Thomson also emphasizes the need for more formalized training, suggesting that institutes of technology and junior colleges might take on this function. (36, p.38)

At the present, no definite decisions have been reached about how much and what kind of training teacher aides should have. Such awaits the results of continuing and future experience.

> Any training program for auxiliary personnel should also entail a systematic follow-up, including evaluation, description of the program in progress, interviews with the participants, and continuing assistance for teachers and aides. At this time, crystallizing training programs should be avoided in order that the results of evaluation can be used continually to make improvements in them. (26, p.12)

Duties

The kinds of jobs assigned to aides vary greatly and are influenced by existing philosophies regarding the professional role of teachers, kind of community, the degree of confidence of administrative and teaching staffs in the

potential value of such personnel, and situational factors such as grade level and subject involved. A few major job categories are emerging however, as systems continue to experiment in delegating responsibilities to teacher aides. Although not a complete list, Anderson's following breakdown of duties seems representative of teacher aide tasks reported in the literature.

1. Housekeeping: room care, lighting, and ventilation; care and preparation of chalkboards and bulletin boards; moving and arranging furniture, books, instructional supplies, and equipment; taking care of plants, exhibits, pets, and room decorations.
2. Clerical work: taking pupil attendance and maintaining routine pupil records, collecting and handling funds, taking care of routine messages and correspondence, typing and preparing materials for duplication and distribution, checking and correcting simple response tests and workbooks, dealing with miscellaneous class interruptions, answering phone calls.
3. Custodial-type supervision of pupils: overseeing playground activities before and after school and at recess, maintaining order at school bus loading and unloading areas, supervising hall and stairway traffic, supervising the cafeteria.
4. Routine personal help to pupils: helping with clothing, administering minor first aid, making health checks, handling minor discipline problems.
5. Instruction-related activities: writing on the chalkboard, supervising study activities, handling opening exercises, reading to the class, dictating spelling tests or other teacher-selected materials to the class, clarifying routine assignments, helping with pupil projects, arranging for field trips, ordering films, and supplies, preparing materials for teachers, making library searches. (2, pp.115-116)

Lee credits much of the success of high school teaching teams to the assignment of clerical and non-professional duties to one or more teacher aides per team. (22, p.69)

The Educational Research Service questionnaire listed twenty-five non-teaching duties opposite which respondents

were to check those performed by aides in their school systems. The duties are listed in Table I, ranked according to the frequency with which they were checked by the respondents. "Duplicating tests and other materials" was the most frequently checked duty, followed by classroom housekeeping, and typing class materials. Also shown are duties assigned teacher aides which were not included on the checklist. (25, p.4)

Legal Status

More important than listing duties for the teacher aide is the question of distinguising professional from non-professional tasks and establishing the full responsibility and authority for making all decisions in the classroom with the cooperating teacher. As Kennedy has pointed out:

> If aides are to be employed, some division of tasks would have to be made to ensure that the aides would not perform those duties of the teacher which require professional skill. (21, p.9)

The use of teacher aides has possibly not become more widespread because of the rather thin line differentiating such activities from those not requiring the professional skills and training of a certificated teacher. To date, Provincial or State school acts have not provided much help in the legal interpretations sought for the role of the teacher aide. However, a bill for the creation and implementation of a nation-wide teacher aide program was introduced in the United States Congress in March, 1967, as a

TABLE I*

HOW TEACHER AIDES HELP

Duty	Rank
Duplicating tests and other materials	1
Helping with classroom housekeeping	2
Typing class materials, tests, etc.	3
Setting up A-V equipment, and other aids	4
Helping with children's clothing	5
Supervising playground	6
Correcting tests, homework, workbooks, etc.	7
Reading aloud and story telling	8
Assisting in school library	9
Collecting money from pupils	10
Supervising cafeteria	11
Recording data in student files	12
Keeping attendance, preparing attendance reports	13
Tutoring small groups of students	14
Ordering A-V materials and other supplies	15
Tutoring individual students	16
Supervising loading and unloading of buses	17
Helping with discipline	18
Assisting in school laboratory	19
Corridor monitoring	20
Reading and correcting students' themes	21
Administering tests	22
Supervising study halls	23
Arranging conferences between parents and teachers	24
Preparing report cards	25

Additional duties listed by respondents

Assisting on field trips
Working with handicapped children
Helping in language lab and in gym classes
Assisting music teacher
Interpreting for non-English speaking students
Helping students with writing, art, dramatics, and music
Working with clubs and planning parties
Helping orient new pupils
Issuing and collecting textbooks
Making book inventories and repairing books
Welcoming parents to school and making home visits
Minor pupil counseling
Assisting nurse, social worker, or psychiatric examiner
Delivering mail, assisting with milk program

*National Education Association, Teacher Aides In Large School Systems (Educational Research Service Circular. Washington, D. C.:The Association, April, 1967), p. 4.

new title to the Elementary and Secondary Education Act of 1965, and has since received favorable consideration by the Senate Subcommittee on Education. (35, p.40) Regulations in one State now stipulate that no aide may instruct pupils in any subject, assume responsibility for a class, grade papers which require subjective evaluation, assign actual grades on papers in a subject area, administer discipline, or conduct special classes for exceptional groups. (15, p.39) Guidelines for their use are being worked out between school trustee and teacher association representatives in at least one Canadian province, that being Alberta.

To avoid possible confusion which might arise regarding teacher aide status, one Canadian school system has reported:

> We made sure that the aide was not expected to accept any responsibility for the deportment or work of the teacher. Nor was the aide to have any authority over the children. (27, p.55)

The problem to now has been the establishment of task specifications for the aide which would not be encroaching on the professional skills of the teacher, and as outlined by Anderson:

> Nor is it by any means clear where the line should be drawn between the functions that can and should be performed by aides and para-professionals and those that must be performed by fully trained professional teachers. Each published discussion of this topic sets somewhat different limits. There is little debate about assigning clerical and housekeeping functions to aides, but there is disagreement about assigning duties to them that call for face-to-face relationships with children. Much more research must be done on the teacher's role, the teacher-pupil relationship, and

various patterns of task reallocation before questions of this sort can be resolved. (2, p.118)

Friesen also stresses the need to examine the teacher's role as an important implication of introducing any aide program in our schools.

> Everyone is aware of the fact that releasing a teacher from clerical and other "routine" duties without redefining his role can hardly be expected to maximize the advantages of such a move. The introduction of the teacher aide forces teachers to take a closer look at the real nature of teacher behavior in an age of specialization. (16, p.11)

Critics and Cautions

Programs involving the use of auxiliary personnel in the schools during the 1950's generally lacked a positive reception by teachers and administrators, and much of the literature reflecting strong support stemmed from specific projects only, rather than being nation-wide in scope. Among typical criticisms voiced against these early attempts were charges that the use of non-professionals would undermine the professional role of the teacher, that aides were being used merely as a means of justifying a higher pupil-teacher ratio, and that the plan would breed a conflict of loyalty between the teacher and the aide in some children.

No evidence could be found in the literature surveyed to show that students learn more of the basic subjects in classes with teacher aides than they do in classes without teacher aides. Carroll has pointed out also that no evidence has been put forth to indicate that the use of aides is harmful as far as pupils' happiness and adjustment are

concerned. (6, p.146)

Commenting on the lack of enthusiasm shown by educators to the early attempts to institute teacher aide programs, Stoddard noted that:

> In teaching there still persists rather generally the idea that the teacher must do everything connected with teaching and that assistants cannot be used lest the unity of the teaching service be destroyed. (34, p.23)

While most of the early criticisms have tended to disappear and the literature during the last few years has begun to reflect stronger support, a number of cautions are still being expressed with regard to moving too quickly into this area. "We must be on guard against such personnel assuming and performing professional tasks for which they are not qualified." (12, p.5) In response to the question as to what is to prevent the use of auxiliary personnel from becoming a cheaper way to man the classroom, the National Commission on Teacher Education and Professional Standards has stated:

> Teachers, administrators, parents, school board members, and all others concerned with education must see that this does not happen. One safeguard against the exploitation of teacher aides is to have the functions of auxiliary personnel largely determined by teachers. It should be the responsibility of educators to see to it that teacher aides are not allowed to assume the professional duties of the teacher. Since aides will be working directly with them, teachers should share the responsibility of seeing that they fulfill their proper functions. (26, p.17)

Among the recommendations evolving from a study of auxiliary personnel in education in the United States are,

> that when and if a school system decides to utilize auxiliary personnel, the program be incorporated as an integral part of the school system, not treated as an extraneous adjunct to the system,

and,

> ...that professional standards be preserved and that all tasks performed by teacher aides be supervised by a teacher. (3, p.11)

A statement of guidelines on using teacher aides as developed recently includes the following:

> There is a place for teacher aides but before they are employed, it is necessary that the tasks to be performed by them be clearly defined in local school board policies and that the aides be prepared and compensated for the job to be done. (23, p.29)

Extent of Use

There are only estimates available on the number of school systems in North America using teacher aides, but indications have pointed to a rapid numerical growth during the past few years. Only a small percentage of existing teacher aide programs in the United States were begun prior to 1950. On the other hand, the number of school systems with aides surveyed more recently has increased greatly since 1960 -- 36.4 per cent began such programs in the first five years of the 1960's and 40.1 per cent indicated that 1965-66 was the first year making use of aides. (26, p.2)

A study conducted in 1965 by the New York State Education Department revealed that 428 of 629 school districts in the State were employing 3,134 teacher aides. (40, p.5)

Although on a somewhat smaller scale, the trend to

increasing use of teacher aides seems to be evident also in Canada. One national report states that the number of aides used during the 1966-67 school term increased over that of the previous year, and indications pointed to a substantial increase in the year following. (5, p.28) An Alberta survey in 1968 showed that in 696 schools (exclusive of Calgary and Edmonton high schools) reporting, the average ratio of teachers to aides was 18:1. (1, p.2)

Why They Are Needed

Although the work load of teachers varies from school to school and level to level, it is commonly recognized that in general, they presently handle many non-instructional tasks that infringe on the time they have to devote to teaching and planning. One of the chief obstacles to improvement of the educative process frequently cited by teachers is, as observed by Emmerling, the limited time afforded them for teaching and for the thinking and planning essential to developing more effective learning activities. (14, p.175) According to opinions solicited from a nation-wide sampling of classroom teachers on the subject of time to teach, many expressed a growing frustration brought about by having been hired to teach and in reality serving as disciplinarian, mother, and office clerk. Many of these same teachers indicated feelings of discouragement and fatigue as a result of playground duty and lunch hour supervision. (24, p.2)

The evidence collected by a study reported by Park on the amount of time the typical teacher devoted to sub-professional tasks pointed out rather dramatically the high consumption of time of the qualified teacher in performing such tasks. Involving more than 200 high school teachers, the results indicated that the teacher was, on the average, spending 35 per cent of her working day on tasks of a technical, clerical, and miscellaneous nature. Many of these activities called for little professional training or competence. (28, p.52) Guggenheim reported similar results in a later study dealing with teacher activities unrelated to teaching such as hall duty and school money collections. (19, p.326)

As the school system and the community continue to assign greater responsibilities to the classroom teacher and make greater demands on her time for the performance of chores quite inconsequential to the learning process, she finds her role as a teacher becoming increasingly that of "one who keeps school". Jewett claims that this predicament is partly responsible for the large number of able public school teachers leaving the profession each year. Blocked in realizing their purpose (to teach) by being loaded down with clerical work, he contends that they become frustrated, discouraged, and dissatisfied with their careers. (20, p.223) Denemark also questions the many peripheral tasks that today's teacher is called on to perform.

> Can good teaching really go on in relation to such an unrealistic job assignment? Undoubtedly, good teachers will try, but the likely result is a growing neglect of the creative, developmental, analytic, coordinating dimensions of the teaching process.
> ... potentially outstanding teachers are growing discouraged over their inability to find the time and energy to be educators rather than technicians. (10, p.17)

The failure of businessmen on today's school boards to see the clerical needs of teachers is one of the more agonizing problems of the school administrator, according to Grambs, and one of the practical problems he faces in keeping good teachers in schools. (18, p.167)

One of the major factors in Porter's low evaluation of education in Canadian culture today is the misuse of teachers, or:

> ... the tendency not to utilize fully the skills and training of teachers, by having them do all sorts of things which are not related to their principle task of teaching -- all the clerical and custodial duties which they perform in the schools. We would get much more out of teachers if we kept them to their professional roles. Sub-professional groups are needed, such as teachers' aides, or teachers' assistants. Most other professions have tiers of occupations behind them.
> ... This tiering of occupations behind a profession enables the profession to get on with its particular work. (30, p.4)

Tremendous possibilities for professionalizing the teaching position appear inherent in the aide proposals to date. With strong leadership, the utilization of a cadre of non-professionals in the schools can, according to Davies, help to make the job of the teacher more manageable and productive and thereby make teaching a vocation that will attract and hold a larger number of talented people.

> Auxiliary personnel can help to make teaching a profession in reality rather than a slogan because the teacher will, in fact, have time to think, read, plan, talk to colleagues, diagnose, and prescribe. (9, p.14)

Summary of Chapter II

Tens of thousands of teacher aides, now employed by school systems across North America, serve to lighten the non-instructional load of teachers in a variety of ways. As this staff-utilization innovation is still in its beginning stages, considerable trial and evaluation is still needed before concrete decisions and policies regarding teacher aide programs can be crystallized. However, practices to date would indicate that such personnel are recruited from those having a minimum of high school education, some clerical training, and a desire to work with children and youth. Applicants are screened by central office staff, principals, and teachers; the local school systems bear the major responsibility in the training programs used. The bulk of training comes in on-the-job situations, and principals and teachers play the major part in determining and supervising the roles carried out by the teacher aide. The latter is given little or no instructional or professional authority with reference to pupils, except as is specifically delegated by the professional staff. The more common roles assumed by teacher aides are those involving classroom housekeeping tasks, clerical work, custodial supervision of pupils, and assistance with

instruction-related activities and personal help to pupils.

One of the major problems in implementing a teacher aide program is that of differentiating professional from non-professional tasks so that assigned duties for aides will not encroach upon or usurp the professional skills of the certificated teacher. However, many of the criticisms to early teacher aide attempts have disappeared as more is learned about their use and potential value. Although the more recent literature appears to reflect stronger support for teacher aide programs, cautions are still being voiced generally that aides not be allowed to assume the professional duties of the teacher.

Despite such problems, the use of teacher aides has increased substantially during the decade of the 1960's. Indications are that their numerical growth will continue in the years ahead as increased recognition is accorded their potential value in contributing to the retention and professional commitment and status of the classroom teacher. The principle points underlying the need for teacher aides include that of enhancing the development and utilization of the teacher's professional competencies so as to strengthen the latter's effectiveness in terms of educational services to the learner.

CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

This study was organized to develop a global conception of the teacher aide program and to investigate the role and effectiveness of the aide as perceived by school personnel in selected schools in a single school system. Chapters III and IV deal with this latter, more narrow aspect only.

I. INSTRUMENTATION

Data used in this study were obtained through the use of four questionnaires -- one for all teachers, one for aided teachers and aides, one for school principals, and one for teachers in the "matched" school sample. Copies of each may be found in the appendices to this report.

Construction of the opinionnaires. Since no suitable instrument was found for the purpose of this study, it was required that several opinionnaires be constructed.

1. Teacher Activity Opinionnaire (Appendix A) The format was largely influenced by Downey's description of the T. P. E. Opinionnaire, an instrument used for obtaining opinions regarding the task of public education. (11, p.28) It was felt that a forced-choice, Q-sort technique was necessary and priority based on cruciality would have to be

established among teacher activities in order to identify those areas bearing least importance to the teaching function, as perceived by teachers used in the sample.

The theoretical framework was arranged in a balanced block design with sixteen teacher activities stated along one axis of the block and the continuum for ranking these activities -- most to least important -- stated along the other axis. Each activity was placed on an individual card bearing a coded identification number. The respondent was directed to sort the cards into a forced frequency distribution.

The activities as they appeared on the cards are as follows: (The numbers preceding the activities are those used for identification purposes and this same numbering is retained throughout the study.)

(4) Planning tests appropriate to evaluating established objectives.

(5) Making attendance checks.

(13) Leading class discussions.

(18) Personal study and planning.

(20) Supervision of lunch rooms, halls, playgrounds.

(33) Preparation of lesson plans.

(35) Duplication of stencils, transparencies, reference forms.

(48) Procuring and setting up audiovisual equipment.

(51) Answering pupil questions.

(56) Individual and group counseling.

(83) Recording data on pupils' permanent record cards.

(85) Attending professional conferences and workshops.

(89) Directing pupil recitations.

(95) Explaining or interpreting new materials to pupils.

(97) Checking and correcting written lessons, workbooks, notebooks, etc..

(98) Making arrangements for parent interviews, field trips, outside speakers.

The Teacher Activity Opinionnaire has seven accompanying pockets into which the respondent was asked to sort the activities according to their importance to the teaching function as related to the actual performance of their duties. In the first pocket on the left-hand side was to be placed the activity the respondent considered the most important. In the second pocket was to be placed the two activities considered to be next in importance. In the third pocket was to be placed the next three in importance; the next four in importance in the fourth pocket; the next three in the fifth pocket; the next two in the sixth pocket; and in the last pocket was to be placed the activity considered to be least important.

In weighting each category of the resulting array, a

numerical value was assigned each activity, depending on the category into which it was sorted, as follows:

One most important -- 7
Two next important -- 6 each
Three next important -- 5 each
Four next important -- 4 each
Three next important -- 3 each
Two next important -- 2 each
One least important -- 1

As supported by Selltiz (32, p.367), the ranking system used has the advantage of obtaining different degrees of importance, which was considered necessary to establish potential areas wherein teacher aides might make effective contributions to the overall job of the teacher.

2. Teacher Aide Activity Opinionnaire (Appendix B). The responses to eighteen items were collected on a Likert-type scale. Opinions were solicited from both teachers and teacher aides as to the relative importance of the contribution made by the aide in the emphasis placed on the activities in her actual job performance, and according to the following rationale:

A. Very Important
B. Relatively Important
C. Neutral
D. Relatively Unimportant
E. Least Important

In designing the items for this instrument the researcher attempted to select only those activities which appeared from the review of teacher aide duties in the literature and on the basis of a number of years of personal experience in the classroom, to be representative of a host of tasks essential to the continued maintenance of the educational setting but not requiring the expertise of a professionally prepared teacher.

The activities chosen, and listed in the order in which they appeared on the opinionnaire, are as follows. Accompanying each is the abbreviated form used to identify them in Chapter IV.

(1) Recording data on pupils' permanent record cards. (record cards)

(2) Duplicating of stencils, transparencies, forms. (duplicating).

(3) Preparing charts, diagrams, bulletin board displays. (charts and displays)

(4) Completing routine forms, e.g. balancing the register, uniform test results, promotion lists. (routine forms)

(5) Typing letters, forms, stencils, interview lists. (typing)

(6) Making attendance checks. (attendance)

(7) Setting up and/or operating audiovisual equipment. (A-V equipment)

(8) Handling textbook rentals and other collections, e.g. insurance, photographs. (collections)

(9) Maintenance and inventories of equipment and supplies. (inventories)

(10) Entering marks in report cards. (report cards)

(11) Assisting with the supervision of lunch rooms, halls, playgrounds. (supervision)

(12) Making arrangements for parent interviews, field trips, outside speakers. (personal contacts)

(13) Marking standardized tests. (scoring tests)

(14) Researching resource materials for particular units and/or lessons. (research)

(15) Obtaining library books for classroom use. (library books)

(16) Ordering and returning films, filmstrips, tapes. (films)

(17) Tabulating the total number of answers right and wrong on objective test questions. (tabulating)

(18) Making supplies and equipment available for use in the classroom. (classroom supplies)

3. Nonteaching Activities Opinionnaire (Appendix C). The items chosen for this instrument consisted of activities identical to fifteen of the eighteen items used in the Teacher Aide Activity Opinionnaire described above. As this opinionnaire was administered to teachers in a "matched" sample not having access to the use of teacher aides, it was

deemed necessary to present it in a different frame of reference -- the relative emphasis placed by the teacher in terms of time and energy expended, and in the actual job performance, on activities having a somewhat indirect but necessary relationship to the actual teaching process. Again, responses were required on a Likert-type scale having the same rationale as that used in the Teacher Aide Activity Opinionnaire.

4. Teacher Aide Opinionnaire (Appendix D). This opinionnaire was administered to principals of the participating schools having teacher aides to solicit a forced opinion as to the contribution made by teacher aides to a number of selected school goals. Only two categories of contribution were incorporated in the format -- high and low -- for each of the goal items. Principals were also asked to state a Yes or No answer to two questions regarding future use of the "teacher aide project".

II. SELECTION OF THE SAMPLE

During the 1966-67 school term a "teacher aide project" was carried on in a number of schools within an Alberta school system. Six of these schools were chosen for the purposes of this study. An attempt was made to have the sample represent a cross-section of school type and structure. The following summary describes the schools chosen, with the type of aides used.

(a) School One. A composite-type high school serving

Grades X to XII inclusive. Teacher aides used included general and business office personnel and library assistants.

(b) School Two. A junior-senior high school serving Grades VII to XII inclusive and employing general office secretaries, a clerical assistant, and a paraprofessional person.

(c) School Three. The English department of a composite-type high school serving Grades X to XII inclusive. Fifteen teachers and two teacher aides contributed to the needs of this department.

(d) School Four. An elementary-junior high school serving Grades I to IX inclusive, and employing one teacher aide.

(e) School Five. An elementary school serving Grades I to VI inclusive, and employing one teacher aide.

(f) School Six. An elementary school with one teacher aide providing assistance to the teachers of Grades I to III inclusive.

School Seven was chosen from within the same system, and was not unlike School Four above in type and size, but had no teacher aides and no clerical assistance for teachers.

All in all, the sample consisted of 166 teachers (including 12 non-aided teachers in School Seven), 23 aides, and six principals.

III. COLLECTION OF THE DATA

Principals of the participating schools were introduced to the purpose and nature of this part of the study through the office of the system's assistant superintendent. The opinionnaires were administered by the investigator, the principals, and in one case by a department head.

IV. TREATMENT OF THE DATA

Data obtained from the completed opinionnaires was punched into IBM data cards for computer processing. As the measurement to be provided by the Teacher Activity Opinionnaire was to be ordinal in nature and because normality of the distribution could not be assumed, nonparametric statistics were used in the analysis as suggested by Siegel. (33, p.24)

One of the basic analyses was that of deriving the aggregate rank order of the sixteen teacher activities from the sorting provided by the respondents. This was accomplished by assigning ordinal numbers of one to seven to the pockets in the instrument; the pocket containing the most important activity was assigned a weight of seven and that containing the least important activity a weight of one. Thus for each activity a frequency distribution consisting of seven categories was formed and the means for each activity computed.

Frequency counts on the multiple-choice items in the Teacher Aide Activity Opinionnaire and also the Nonteaching

Activity Opinionnaire were taken for each alternate of three collapsed categories (A and B, C, D and E). The original categories were assigned ordinal numbers from five to one, with ranking A (Very Important) being assigned an ordinal value of five and ranking E (Least Important) an ordinal value of one. Thus, the collapsed categories took on the following weights: A and B -- 3, C -- 2, D and E -- 1.

V. ANALYSIS OF THE DATA

The data obtained from the scoring of the instruments were treated statistically with the exception of the school administrators' responses to the Teacher Aide Opinionnaire (Sub-problem Six) which were not testable by any measures of significance.

The analysis referred to Sub-problems Two, Three, Four, and Five only, the last three of which are restated here as the null hypotheses.

Sub-problems Three, Four, and Five Restated as Null Hypotheses

Ho. 1: There will be no significant correlation between the ranks given by aided teachers and non-aided teachers to the importance of a number of selected activities to the teaching function.

Ho. 2: There will be no significant correlation between the ranks given by aided teachers

and aides to the emphasis accorded a selected number of activities performed by the aides.

Ho. 3: There will be no significant correlation between the ranks given by aided teachers and non-aided teachers to the emphasis placed on selected non-teaching activities performed by aides and non-aided teachers respectively.

Spearman's Rank Correlation Coefficient

The Spearman coefficient of correlation by ranks is a measure of the association between two sets of ordinal scores. This coefficient was determined manually from a rank ordering of means to test null hypotheses one, two, and three. Significance was required at the .05 level for rejection of the null hypotheses.

Chi-square Tests

Chi-square values were calculated for each multiple-choice item in the Teacher Aide Activity Opinionnaire and in the Nonteaching Activities Opinionnaire to test the significance of differences, at the .05 level, in the event of rejection of the null hypotheses. Frequencies were converted to percentages in order to facilitate analysis of the distribution.

VI. SUMMARY OF CHAPTER III

The procedures involved in the design of the instru-

ments used; and the methods of collection, treatment, and analysis of data were discussed in this chapter. A sample of seven schools encompassing 166 teachers, 23 teacher aides, and 6 administrators was used in this phase of the study. The data were treated statistically by the use of the Spearman's coefficient of correlation by ranks to test the null hypotheses derived from Sub-problems Three, Four, and Five of this study. Chi-square was used to analyze whether differences in perception existed between (1) aided teachers and teacher aides and (2) aided teachers and non-aided teachers in the importance or emphasis they accorded to the individual activities.

CHAPTER IV

RESULTS OF ANALYSIS

This chapter presents the results of the analysis of the data pertaining to Sub-problems Two through Six. The findings for each sub-problem are discussed following the presentation of the results of the analysis in each case.

I. RELATIVE IMPORTANCE OF TEACHER ACTIVITIES

Sub-problem Two

This sub-problem is restated here as follows: Of a number of selected day-to-day teacher activities, which are least important in relation to the teaching function as perceived by the teaching staffs in a school system sample?

In order to investigate areas of potential aide performance, a ranking by aided teachers was made of selected teacher activities, based on the criterion of relative importance to the teaching function. Ranks were established on the basis of the mean scores which were computed for the responses of the 154 aided teachers.

Results

As Table II shows, the activity perceived to be least important in relation to actual teaching is that of supervision of lunch rooms, halls, and playgrounds. Making

TABLE II

TEACHER ACTIVITIES RANKED ACCORDING TO IMPORTANCE IN RELATION TO ACTUAL TEACHING FUNCTION[a]

	ACTIVITY	SCHOOLS 1 - 6 (N = 154)		SCHOOL 7 (N = 12)	
		Mean	Rank	Rank	Mean
20.	Supervision of lunch rooms, halls, playgrounds	1.740	1	1.5	2.333
5.	Making attendance checks	2.604	2	1.5	2.333
83.	Recording data on pupils' permanent record cards	2.877	3	7	3.583
35.	Duplicating of stencils, transparencies, reference forms	2.974	4	8.5	3.667
48.	Procuring and setting up audiovisual equipment	2.981	5	5	3.250
98.	Making arrangements for parent interviews, field trips, outside speakers	3.234	6	4	3.167
89.	Directing pupil recitations	3.273	7	3	2.500
85.	Attending professional conferences and workshops	4.175	8	6	3.500
56.	Individual or group counseling	4.344	9	8.5	3.667
97.	Checking and correcting written lessons, workbooks, notebooks	4.377	10	11.5	4.917
4.	Planning tests appropriate to evaluating established objectives	4.786	11	11.5	4.917
13.	Leading class discussions	4.929	12	10	4.833
51.	Answering pupil questions	5.019	13	14	5.167
18.	Personal study and planning	5.299	14	13	5.000
33.	Preparation of lesson plans	5.448	15	16	5.667
95.	Explaining or interpreting new material to pupils	5.948	16	15	5.500

rho = 0.895 (rho .05 ≥ 0.425 N = 16)

(a) means ranked in order of least importance to greatest importance.

attendance checks, recording pupil data, duplicating lesson materials, and procuring and setting up audiovisual equipment follow in order.

Discussion

The second sub-problem was designed to isolate a number of teacher activities attendent, but not necessarily related to the teaching function. The establishment of specific activities perceived by aided teachers to be least important in relation to the teaching function will identify areas of potential aide performance, for comparison purposes.

Null Hypothesis One (Sub-problem Three)

The third sub-problem of this study focused on whether aided teachers (Schools 1 - 6) and non-aided teachers (School 7) in the sample held significantly different perceptions as to the importance they attached to the selected activities in relation to the teaching function.

The null hypothesis designed to test this problem was stated as follows: There will be no significant correlation between the ranks given by aided teachers and non-aided teachers to the importance of a number of selected activities to the teaching function.

The hypothesis tested was of the form rho $\neq 0$.

Results

Correlation. Table II shows the Spearman rank correlation coefficient, rho, for the mean ranks of aided

and non-aided teachers to be 0.895, which was significant at the .05 level.

Thus the null hypothesis was rejected and the alternate accepted, viz., aided teachers and non-aided teachers do not differ significantly in the importance they attach to a number of selected teacher activities in relation to the teaching function.

Discussion

The third sub-problem was designed to investigate the possibility of the non-aided teachers and aided teachers in the sample having significantly different perceptions as to the importance each attached to selected teacher activities when they were considering these in relation to the teaching function. Table II shows a high level of mutual agreement with respect to the majority of activities ranked. While non-aided teachers perceived the recording of pupil data and the duplicating of work materials as being more important to the teaching function than did their aided cohorts, they likewise credited the directing of pupil recitations with somewhat less importance. However, since the differences between the two rankings were not significant, no implications from these differences should be drawn.

II. RELATIVE IMPORTANCE OF AIDE ACTIVITIES

Null Hypothesis Two (Sub-problem Four)

The fourth sub-problem of this study was concerned

with whether aided teachers and aides differ significantly in their perceptions of the emphasis accorded by the latter to a selected number of activities.

The null hypothesis used to test this problem was: There will be no significant correlation between the ranks given by aided teachers and teacher aides to the emphasis accorded a selected number of activities performed by the aides.

Statistical Tests

The hypothesis tested was of the form rho $\neq$ 0. If the proportion of tied scores is not large, their effect on rho is negligible. (29, p.206) However, because of the relatively large proportion of tied observations for the "Teacher aide" variable a correction factor ($T = \frac{t^3-t}{N}$) was incorporated in the computation of the rho value.

Chi-square analysis. The Chi-square test was used to determine the significance of differences in perception between the two groups in the importance they accorded individual teacher aide activities. Whereas more than one degree of freedom was involved in the application of the test it was necessary to use a computer program having a built-in correction for continuity, as cautioned by Siegel, on items warranting such. (29, p.110) However, as the changes brought about in the significance levels were negligible, the observed frequencies at two degrees of freedom were used.

TABLE III

PERCEIVED IMPORTANCE OF AIDE ACTIVITIES (a)

ACTIVITY	AIDED TEACHERS (N = 118)		AIDES (N = 23)	
	Mean	Rank	Rank	Mean
Duplicating of stencils, transparencies, forms.	4.254	1	2	3.957
Typing letters, forms, stencils, interview lists.	3.975	2	1	4.174
Recording data on pupils' permanent record cards.	3.814	3	3	3.478
Making supplies and equipment available for use in the classroom.	3.695	4	5	2.826
Preparing charts, diagrams, bulletin board displays.	3.508	5.5	5	2.826
Completing routine forms. -- e. g. -- balancing the register, uniform test results, promotion lists.	3.508	5.5	5	2.826
Obtaining library books for classroom use.	3.475	7	13	2.565
Ordering and returning films, filmstrips, tapes.	3.449	8	17	2.261
Marking standardized tests.	3.441	9	16	2.304
Setting up and/or operating audiovisual equipment.	3.415	10	14.5	2.522
Tabulating responses on objective tests.	3.381	11	12	2.609
Researching resource materials for particular units and/or lessons.	3.364	12	10.5	2.652
Maintenance and inventories of equipment and supplies.	3.356	13	10.5	2.652
Handling textbook rentals and other collections.	3.339	14	7.5	2.739
Assisting with the supervision of lunch rooms, halls, playgrounds.	3.102	15	18	1.870
Making attendance checks.	2.949	16	7.5	2.739
Making arrangements for parent interviews, field trips, outside speakers.	2.907	17	9	2.696
Entering marks in report cards.	2.390	18	14.5	2.522

rho = 0.587 ($rho_{.05}$ - 0.399 N=18)

(a) means ranked in order of greatest importance to least importance.

TABLE IV

CHI-SQUARE TESTS FOR PERCEIVED IMPORTANCE OF TEACHER AIDE ACTIVITIES

ACTIVITY		PERCEIVED FREQUENCIES								CHI-SQUARE	PROBABILITY
		Aided Teachers (N = 118)				Teacher Aides (N = 23)				(df = 2)	α = .05
No.	Description	Imp.	Neut.	Unimp.	Total	Imp.	Neut.	Unimp.	Total		χ^2 = 5.99
(1)	pupil report cards	70.3	17.8	11.9	100	60.9	8.7	30.4	100	5.685	0.058
(2)	duplicating	84.7	4.3	11.0	100	73.9	0.0	26.1	100	4.491	0.105
(3)	charts and displays	55.1	21.2	23.7	100	34.8	17.4	47.8	100	5.708	0.057
(4)	routine forms	56.8	17.8	25.4	100	43.5	13.0	43.5	100	3.091	0.213
(5)	typing	73.7	12.7	13.6	100	87.0	0.0	13.0	100	3.371	0.185
(6)	Attendance	40.7	19.5	39.8	100	43.5	8.7	47.8	100	1.601	0.449
(7)	A-V equipment	58.5	14.4	27.1	100	30.4	21.8	47.8	100	6.177	0.045*
(8)	collections	55.1	11.8	33.1	100	30.4	26.1	43.5	100	5.638	0.059
(9)	inventories	53.4	23.7	22.9	100	34.8	4.3	60.9	100	14.391	0.001*
(10)	report cards	24.6	22.0	53.4	100	34.8	13.0	52.2	100	1.526	0.466
(11)	supervision	45.8	21.1	33.1	100	8.7	26.1	65.2	100	12.069	0.002*
(12)	personal contacts	37.3	33.0	29.7	100	39.1	17.4	43.5	100	2.717	0.257
(13)	scoring tests	62.7	13.6	23.7	100	39.1	0.0	60.9	100	13.851	0.001*
(14)	research	52.5	20.4	27.1	100	39.1	13.1	47.8	100	3.929	0.140
(15)	library books	57.6	18.7	23.7	100	34.8	17.4	47.8	100	5.921	0.051
(16)	films	59.3	17.8	22.9	100	21.7	21.8	56.5	100	12.952	0.001*
(17)	tabulating	55.9	17.8	26.3	100	39.1	13.1	47.8	100	4.279	0.117
(18)	classroom supplies	64.4	18.7	16.9	100	39.1	21.8	39.1	100	6.741	0.034*

* -- significant at the 0.05 level used in this study.

The Teacher Aide Opinionnaire was administered to 154 aided teachers. However, thrity-six of the collected opinionnaires were ruled invalid by the researcher because of incomplete responses, thus leaving 118 in the sample.

Results

Correlation. Examination of Table III reveals a Spearman Coefficient of Rank Correlation of 0.587 between the mean ranks of aided teachers and aides which, being above that of 0.399 needed for .05 significance, rejects the null hypothesis and supports the contention that aided teachers and aides do not differ significantly in their perception of the latter's performance emphasis.

Close agreement for high priority activities is evident for the rankings accorded to duplicating, typing, and recording of pupil data. On the other hand, discrepancies of six or more are shown in the perceived emphasis placed by the two groups in the rankings of such activities as obtaining library books for classroom use, ordering and returning films and filmstrips, marking standardized tests, collecting monies, making attendance checks, and in making arrangements for parent interviews and outside speakers.

Chi-square findings. Significant differences between the perceptions of the aided teachers and those of the aides were revealed by the Chi-square critical values for several of the individual aide activities, as shown in Table IV. Examination of the percentage frequencies for

these particular activities reveals that the aided teachers perceived the job performance of the aides to emphasize the handling of audiovisual equipment, maintenance and inventory of equipment and supplies, supervision, scoring of standardized tests, ordering and returning films and filmstrips, and making supplies available for use in the classroom. In their perceptions, the aides themselves did not attach as much importance as did the teachers to these activities in the enactment of their job performance.

The critical value for several other activities approached very closely the .05 level of significance; notably, the recording of data in pupil records, the preparation of charts and displays, handling money collections, and obtaining library books for classroom use.

The perceptions of both groups were considerably more closely related with respect to the areas of making attendance checks, entry of marks in report cards, and personal contacts for interview, outside speaker, and field trip arrangements.

Discussion

Both aided teachers and aides perceived the greatest emphasis to have been placed by the latter's job performance on duplicating, typing, and on the recording of pupil data. Such conforms closely with the activities isolated in the Teacher Activity Opinionnaire as perceived to bear least importance to the teaching function. However, this

latter group of activities also included supervision of play areas, making attendance checks, and the procuring and setting up of audiovisual equipment. Table IV shows that both groups of teachers and aides were fairly divided on their opinions as to the emphasis accorded to aides to making attendance checks. However, with regard to supervision and audiovisual equipment duties, test scoring, and making supplies and equipment available for use in the classroom, the teachers perceived these areas as receiving significantly more emphasis in the job performance of the aides than did the aides themselves.

The differences of opinion between the two groups were also significant with respect to maintenance and inventory of equipment and supplies; marking standardized tests; ordering and returning films, filmstrips, and tapes; and making supplies and equipment available for use in the classroom. The teachers perceived these activities as being important in the actual job performance of the aides. The aides' perceptions conflicted with these results however, as they gave more weight to these activities under the unimportant category. This is especially evident in their responses to assisting with the supervision of lunch rooms, halls, and playgrounds.

The activities perceived by both groups to have been accorded relatively little importance in the enactment of the aides' duties were those of entering marks in report

cards, and carrying out personal contacts (making arrangements for parent interviews, field trips, outside speakers).

III. RELATIVE EMPHASIS ACCORDED NONTEACHING ACTIVITIES

Null Hypothesis Three (Sub-problem Five)

The fifth sub-problem of this study was designed to investigate whether aided teachers and non-aided teachers differ significantly in their perception of the emphasis accorded a number of selected nonteaching activities as performed by teacher aides and non-aided teachers respectively.

The null hypothesis used in testing this problem was: There will be no significant correlation between the ranks given by aided teachers and non-aided teachers to the emphasis placed on selected nonteaching activities performed by aides and non-aided teachers respectively.

Statistical Tests

The hypothesis tested was of the form rho $\neq$ 0. The correction factor ($T = \frac{t^3-t}{N}$) was used in the computation of the rho value because of the relatively large proportion of tied observations for the "non-aided teachers" variable. (29, p.207)

Chi-square analysis. The Chi-square test was used to determine the significance of differences in perception between the two groups in the importance they accorded selected individual nonteaching activities.

Results

Correlation. Table V shows a correlation of 0.250 between the mean ranks of aided teachers and non-aided teachers on the relative emphasis each accorded to selected nonteaching activities. As this absolute value is less than 0.440, the critical value of ρ required for significance at the .05 level (29, p.284), the null hypothesis is accepted. Specifically, the data presented in Table V supports the null hypothesis that the correlation between the rankings given by aided teachers and non-aided teachers as to the emphasis each accorded to selected nonteaching activities is not significant.

While close agreement was reached for the rankings accorded to some of the activities, namely, duplicating materials, completing routine forms, tabulating objective test responses, obtaining library books, and attending to audiovisual equipment, such was not the case with respect to typing, making report card entries, scoring tests, and supervision duties.

Chi-square findings. As indicated in Table VI, significant differences in the perception of the aided teachers and the non-aided teachers occurred for several of the nonteaching activities. An examination of the Chi-square critical values shows such differences to lie in those activities of typing, report card entries, scoring of tests, and supervision assistance. As indicated by the

TABLE V

PERCEIVED IMPORTANCE OF EMPHASIS ON NONTEACHING ACTIVITIES[a]

ACTIVITY		AIDED TEACHERS (N=118)		NON-AIDED TEACHERS (N=12)	
No.	Description	Mean	Rank	Rank	Mean
(2)	duplicating	4.254	1	2	4.250
(4)	typing	3.975	2	13.5	3.000
(1)	pupil record cards	3.814	3	6	3.917
(3)	routine forms	3.508	4	3.5	4.000
(13)	library books	3.475	5	6	3.917
(14)	films	3.449	6	11	3.083
(12)	scoring tests	3.441	7	1	4.333
(6)	A-V equipment	3.415	8	8	3.667
(15)	tabulating	3.381	9	9	3.500
(8)	inventories	3.356	10	15	2.917
(7)	collections	3.339	11	13.5	3.000
(10)	supervision	3.102	12	6	3.917
(5)	attendance	2.949	13	11	3.083
(11)	personal contacts	2.907	14	11	3.083
(9)	report cards	2.390	15	3.5	4.000

$\underline{rho} = 0.250\ (rho_{.05} - 0.440N{=}15)$

(a) means ranked in order of greatest importance to least importance.

TABLE VI

CHI-SQUARE TESTS FOR TEACHERS' PERCEIVED EMPHASIS ON NONTEACHING ACTIVITIES

ACTIVITY		PERCENTAGE FREQUENCIES								CHI-SQUARE	PROBABILITY
		Aide Performance Schools 1 - 6(N = 118)				Teacher Performance School 7 (N = 12)				(df = 2)	α = .05 χ^2 = 5.99
No.	Description	Imp.	Neut.	Unimp.	Total	Imp.	Neut.	Unimp.	Total		
(1)	pupil record cards	70.3	17.8	11.9	100	75.0	8.3	16.7	100	0.814	0.665
(2)	duplicating	84.7	4.3	11.0	100	91.7	0.0	8.3	100	0.642	0.725
(3)	routine forms	56.8	17.8	25.4	100	75.0	16.7	8.3	100	1.961	0.375
(4)	typing	73.7	12.7	13.6	100	50.0	0.0	50.0	100	10.930	0.004*
(5)	attendance	40.7	19.5	39.8	100	58.3	8.4	33.3	100	1.654	0.437
(6)	A-V equipment	58.5	14.4	27.1	100	75.0	8.3	16.7	100	1.241	0.537
(7)	collections	55.1	11.8	33.1	100	50.0	8.3	41.7	100	0.408	0.815
(8)	inventories	53.4	23.7	22.9	100	50.0	8.3	41.7	100	2.742	0.253
(9)	report cards	24.6	22.0	53.4	100	75.0	16.7	8.3	100	14.112	0.001*
(10)	supervision	45.8	21.1	33.1	100	83.3	0.0	16.7	100	6.593	0.037*
(11)	personal contacts	37.3	33.0	29.7	100	50.0	8.3	41.7	100	3.131	0.209
(12)	scoring tests	62.7	13.6	23.7	100	100.0	0.0	0.0	100	6.764	0.033*
(13)	library books	57.6	18.7	23.7	100	66.7	25.0	8.3	100	1.538	0.463
(14)	films	59.3	17.8	22.9	100	50.0	0.0	50.0	100	5.453	0.065
(15)	tabulating	55.9	17.8	26.3	100	58.3	16.7	25.0	100	0.026	0.987

* -- significant at the 0.05 level used in this study.

percentage frequencies, the non-aided teachers perceived somewhat more emphasis being accorded to the latter three activities in their own job performance than did their aided colleagues for aide performance. On the other hand, the aided teachers perceived the activity of typing to have been accorded more emphasis than did the non-aided teachers.

The perceptions of both groups showed considerably more agreement for those activities of tabulating objective test scores, making money collections, duplicating stencils, and recording data on pupil record cards.

Discussion

The perceived emphasis accorded most of the selected activities by aided teachers to the job performance of their aides was fairly consistent with that accorded by the non-aided teachers in the perception of their own job performance. Table V shows however, that this latter group ranks such activities as making report card entries, scoring standardized tests, and supervision duties noticeably higher than did their aided counterparts; while giving somewhat the opposite emphasis to those activities of typing and the ordering and returning of film materials.

The performance emphasis by aides and non-aided teachers as perceived by the two groups (aided and non-aided teachers respectively) would appear, from an examination of Table VI, to show close agreement for most of the activities considered. With few exceptions, those

activities accorded the greatest emphasis by the non-aided teachers are those perceived by most of the aided teachers as receiving greater stress in the job performance of the teacher aides. The most notable exception is that of entering marks on report cards. While the non-aided teachers perceived this activity as receiving considerable emphasis in their own duties, the aided teachers felt this not to be the case in the job performance of the aides.

IV. CONTRIBUTION OF TEACHER AIDES TO SCHOOL GOALS

Sub-problem Six

This sub-problem is stated here as follows: What opinion do school administrators hold as to the contribution made by teacher aides to their schools, and regarding the future use and expansion of the "teacher aide project"?

The results of the forced opinions solicited from the principals of the six schools employing teacher aides were compiled manually.

Results

The responses of the school principals indicated an almost unanimous agreement of a high contribution by teacher aides to the selected school goal items. As Table VII shows, there was only one response for the low contribution category, this being made to the "coordination of the school's physical resources" item. Unanimity was reached in favor of continuing and expanding the "teacher

TABLE VII

PRINCIPALS' OPINIONS OF TEACHER AIDE CONTRIBUTION[a] TO SCHOOL GOALS

		Goal Category	Principals' Responses (N=6) High Contribution	Low Contribution
A.	(1)	Pupil development	6	0
	(2)	Staff morale	6	0
	(3)	Teacher performance	6	0
	(4)	Effective use of teaching materials	6	0
	(5)	Effective use of teacher time	6	0
	(6)	Coordination of the school's physical resources	5	1

(a) expressed on a relative basis.

			YES	NO
B.	(1)	Are you in favor of continuing the "teacher aide project" in your school?	6	0
	(2)	Are you in favor of expanding the "teacher aide project" in your school?	6	0

aide project".

Discussion

The sixth sub-problem was designed to solicit from school administrators a forced opinion as to the relative contribution made by teacher aides to a number of selected school goal items, and to the future use of the teacher aide program in their schools. It would appear that the school administrator perceives the teacher aide as making a positive contribution to the suggested aims of his school, and that both a continuation and future expansion of this project would meet with the administrator's approval.

V. SUMMARY OF CHAPTER IV

The purpose of the data analysis in this chapter was to investigate the role of teacher aides and the effectiveness of their performance as perceived by other school personnel in a selected school system.

Relative Importance of Teacher Activities. In order to establish areas of potential aide performance for later comparison purposes, rankings were made by aided and non-aided teachers of sixteen selected teacher acitivities based on the criterion of relative importance to the teaching function. Using the Spearman rank correlation coefficient, ranks were established on a computation of means, in order of least importance to greatest importance to the actual teaching function. Both groups were found

not to differ significantly in the importance they attached to the selected activities. They perceived the following to be least important in relation to the teaching function: (1) supervision of lunch rooms, halls, and playgrounds; (2) making attendance checks; (3) entering data on pupils' permanent record cards; (4) duplicating of stencils, transparencies, reference forms; and (5) procuring and setting up audiovisual equipment.

Relative Importance of Aide Activities. The rho statistic was also used to gain a measure of association between the rankings accorded eighteen teacher aide activities by aided teachers and aides, based on their perceptions as to the emphasis placed on the activities in the job performance of the aides. The value of ρ was found to be 0.587, significant at the .05 level of confidence.

The Chi-square test was also applied to determine significant differences in the perceived importance accorded individual aide activities by the aided teachers and the teacher aides.

Both groups ranked the activities of duplicating, typing, and the recording of pupil data as receiving the most emphasis in the job performance of the aides. While these findings closely match the teacher activities identified by the Teacher Activity Opinionnaire instrument as bearing the least importance to the teaching function, the latter group also included supervision duties and the

making of attendance checks, each of which was perceived both by aided teachers and aides as receiving relatively little emphasis in the job performance of the aides. The perceptions of the aides were significantly different from those of the aided teachers for the emphasis placed on some activities, notably those concerning audiovisual equipment, inventories, supervision, scoring of tests, films, and classroom supplies. In each case the aides did not perceive as much emphasis being accorded these activities in the performance of their duties as did the teachers they were serving.

Relative Emphasis Accorded Nonteaching Activities. Fifteen of the eighteen items chosen for the Teacher Aide Activity Opinionnaire were used in designing the Nonteaching Activities Opinionnaire. This latter instrument was used to determine whether or not aided teachers and non-aided teachers differ significantly in their perception of the emphasis accorded the selected nonteaching activities as performed by aides and the non-aided teachers respectively.

The application of the rho statistic failed to reveal a significant correlation between the rankings given by both groups. Although the aided teachers and the non-aided teachers perceived the aides and themselves respectively as emphasizing certain of the activities somewhat equally, considerable disagreement on several others was indicated by the mean rankings.

Application of the Chi-square tests showed significantly different perceptions of both groups in the importance they attached to a number of individual activities. The aided teachers perceived the aides as emphasizing typing duties more so than did the non-aided teachers in their own job performance, while the latter group attached significantly greater importance in terms of time and energy to the scoring of standardized tests, entering marks in report cards, and assisting with supervision duties. On the other hand, both the aided and non-aided teacher groups showed congruence in assigning high priority to two activities: duplicating materials, and recording pupil data. They attached somewhat less emphasis to the tabulating of responses on objective tests and to handling the collection of school money.

Contribution of Teacher Aides to School Goals. With one exception, the principals of the schools employing teacher aides were of the opinion that the latter made a high (as opposed to a low) contribution to the suggested goals of the school. All principals involved indicated that they were in favor of continuing and expanding the "teacher aide project" in their respective schools.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the problem of the study, and the findings resulting from (1) the survey of teacher aide programs and (2) the analysis of the perceived role and effectiveness of teacher aides. The chapter also deals with a number of tentative conclusions arising out of the findings and ends with a statement of recommendations.

I. SUMMARY

The Problem

The purpose of this study was twofold: (1) to survey the development of teacher aide programs and (2) to investigate the role of teacher aides and the effectiveness of their performance as perceived by other school personnel in a selected school system.

More specifically, the study sought to shed some light on the following questions:

1. (a) What dominant factors influence the recruitment and selection of personnel for teacher aide positions?
   (b) What training and supervision should teacher aides have?
   (c) What kinds of tasks and responsibilities might teacher aides take on?

(d) What are the legal implications pertaining to the use of teacher aides?

(e) To what extent have teacher aide programs been adopted in Canada and the United States?

(f) What are some reasons being advanced to warrant the utilization of teacher aide personnel in our schools?

2. Of a number of selected day-to-day teacher activities, which bear the least importance to the teaching function as perceived by the teaching staffs in a school system sample?

3. As perceived in terms of actual performance, do aided teachers and non-aided teachers differ significantly in the importance they attach to a number of selected teacher activities when these are rated in relation to the teaching function?

4. Do aided teachers and aides differ significantly in their perception of the emphasis accorded by aides to a selected number of activities?

5. Do aided teachers and non-aided teachers differ significantly in their perceptions of the emphasis accorded a number of selected nonteaching activities as performed by aides and non-aided teachers respectively?

6. What opinions do school administrators hold with respect to the contribution made by teacher aides to their schools; and regarding the continuation and expansion of

the "teacher aide project"?

Procedure

The task of surveying the development of teacher aide programs was approached through a review of the literature.

The role of teacher aides and the perceived effectiveness of the teacher aide program in a selected school system was investigated by means of an analysis of data which was obtained through the application of four different questionnaires. The sample consisted of 154 aided teachers, 12 non-aided teachers, 23 teacher aides, and 6 school principals. The statistical tests employed were the Spearman's coefficient of correlation by mean ranks to find the intercorrelations between sets of ordinal scores produced by responses to the instruments used; and the Chi-square test to determine whether or not significant differences in perception existed between the various groups responding. Significance at the .05 level or beyond was required in all cases for rejection of the null hypotheses used.

Findings

1. (a) The review of the literature revealed that potential teacher aide personnel generally have a minimum of high school education, some clerical training, and a desire to work with children and youth. Selection of candidates for teacher aide positions seems to be mainly

done by administrative staff, with the assistance of cooperating teachers in some instances.

(b) The bulk of teacher aide training evolves from on-the-job situations, although some school systems reported pre-service and in-service training programs. The aided teachers and their principals usually bear the major responsibility for the training provided, and also for the assignment and supervision of the tasks carried out by the aides.

(c) The literature surveyed cited few instances of role description for teacher aides. On the contrary, the kinds of tasks assigned such personnel varied greatly from school system to school system. The major task categories reported however, were those of housekeeping, clerical work, custodial supervision, and instructional-related activities.

(d) With one exception, no province or state had, to 1967, enacted legislation concerning the certification and legal status of teacher aide personnel.

(e) The estimates reported on the extent of teacher aide utilization in North America point to a rapid numerical increase since 1960 and more particularly so since 1965. Surveys indicate that such school personnel number in the tens of thousands in the United States, although growth in Canada has occurred on a much smaller scale.

(f) Much of the literature advocating the utilization of teacher aides in the public schools dwells on the time and energy devoted by teachers to non-instructional tasks requiring little professional training or competence. With teacher aides to perform such duties, the claim is made that the professional role of the teacher will become greatly enhanced.

2. Those activities perceived by aided teachers to bear the least importance to the teaching function were pupil supervision, making attendance checks, recording pupil data, duplicating lesson materials, and attending to audiovisual equipment.

3. Aided teachers and non-aided teachers did not differ significantly in the importance they attached selected teacher activities when these were rated in relation to the teaching function.

4. Aided teachers and teacher aides do not differ significantly in their perception of the latters' performance emphasis. Both groups perceived the greatest emphasis to have been placed by the aides on duplicating, typing, and on the recording of pupil data. The aides however, accorded a significantly lower emphasis to a number of individual activities, notably those involving audiovisual equipment, inventories, supervision, test scoring, and classroom supplies. In each case the aided teachers perceived these areas as receiving more emphasis in the

job performance of the aides than did the aides themselves. Both groups accorded little importance as an aide activity to the entering of marks in report cards.

5. The rankings expressed by aided teachers and non-aided teachers as to the emphasis accorded selected non-teaching activities by aides and the non-aided teachers respectively showed no significant correlation.

While both groups concurred in assigning high priority to those activities of duplicating materials and recording pupil data, the non-aided teachers perceived their own performance to emphasize the scoring of standardized tests, the entering of marks in report cards, and assisting with supervision duties significantly greater than the aided teachers' perception of aide performance. Again, aided teachers perceived the aides to emphasize typing duties moreso than did the non-aided teachers in the perception of their own job performance.

6. Principals of the sample schools employing teacher aides were unanimous in expressing agreement that teacher aides made a high (as opposed to a low) contribution to the suggested goals of their respective schools; and all were in favor of continuing and expanding the "teacher aide project".

II. CONCLUSIONS

The findings suggest some conclusions that might be

drawn from this study. They should be regarded as tentative however, and treated with caution as the samples used may not have been truly representative.

1. Aided and non-aided teachers are of the opinion that of various activities attendent, but not necessarily related to the teaching function, the following bear the least importance to the teaching act itself: (1) pupil supervision, (2) making attendance checks, (3) recording pupil data, (4) duplicating lesson materials, (5) attending to audiovisual equipment.

2. As to the job performance of teacher aides, both aided teachers and their aides perceive the latter group to give the most emphasis to those activities of duplicating, typing, and recording of pupil data; and little attention to the entering of marks in report cards.

Teacher aides accord relatively little priority to pupil supervision duties and the making of attendance checks in the analysis of their own job performance.

Aided teachers feel that more time and energy is expended by aides in performing such tasks as dealing with audiovisual equipment and classroom supplies, test scoring, and keeping inventories, than do the aides themselves.

3. Aided teachers and non-aided teachers perceive the aides and themselves respectively to give high performance priority to duplicating lesson materials and recording of pupil data.

Non-aided teachers feel that they also expend considerable time and energy in the scoring of standardized tests, entering marks in report cards, and assisting with supervision duties.

Aided teachers feel that aides give more attention to typing or clerical duties than do the non-aided teachers in the latters' self-evaluation of their performance of nonteaching activities.

4. School administrators are of the opinion that teacher aides contribute positively to the attainment of school goals, and regard favorably a continuation and future expansion of the use of such personnel in their schools.

5. It is interesting to note that while aided and non-aided teachers in this study hold the opinion that pupil supervision duties bear relatively little importance to the teaching function, the teacher aides feel that this is one of the nonteaching areas to which they accord little attention in their own job performance.

Again, the non-aided teachers in this study perceive the entering of marks in report cards as an important nonteaching activity in terms of time and energy expended. However, aided teachers and teacher aides have somewhat opposite perceptions with regard to this activity in the job performance of the aides.

III. RECOMMENDATIONS

1. With the increasing introduction into the schools of salaried teacher aide personnel, more extensive research should be carried out to assist the school administrator in identifying effective means of selection, orientation and training, and assignment of such personnel. Such research should also be aimed at revealing potential means of utilizing the most efficient use of both aides and aided teachers.

2. Teacher aide personnel may be used to perform a variety of tasks. However, it would seem logical and justifiable that such tasks include those activities that are selected by their partner teachers as bearing little importance to the professional teaching function.

3. School boards and their administrative staffs should be encouraged to free the classroom teacher to perform a more professional role by utilizing teacher aide personnel in the performance of non-instructional tasks.

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APPENDICES

APPENDIX A -- TEACHER ACTIVITY OPINIONNAIRE

APPENDIX B -- TEACHER AIDE ACTIVITY OPINIONNAIRE

APPENDIX C -- NONTEACHING ACTIVITIES OPINIONNAIRE

APPENDIX D -- TEACHER AIDE OPINIONNAIRE

APPENDIX A

TEACHER ACTIVITY OPINIONNAIRE

TEACHER ACTIVITY OPINIONNAIRE

(to be completed by all teachers)

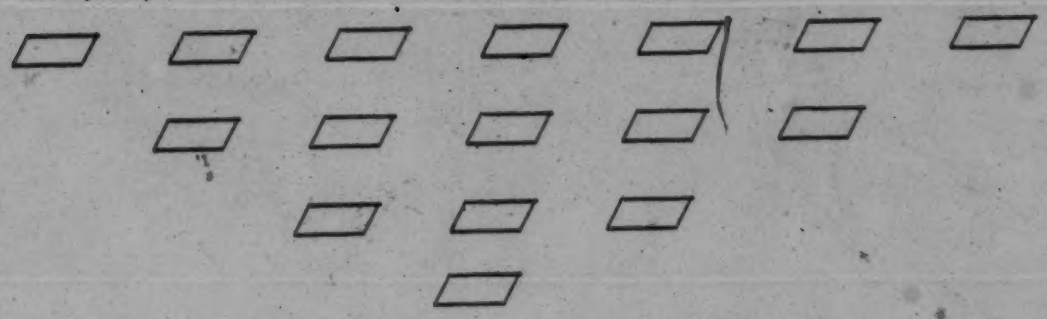
In the course of carrying out your teaching duties from day to day and week to week, your tasks and activities both during and outside the regular school day have become many and varied. Some of these activities constitute the actual teaching-learning process; others are directly related to it, while still others are additional to teaching.

Activities representing these latter areas are listed on the colored cards attached to this sheet. Please indicate your opinion of their importance to the teaching function, (caution: as related to the actual performance of your duties) in the following manner.

First, read them carefully and sort them into three piles on the desk before you. On the left, place the three or four which you regard as most important. On the right, place the three or four which you regard as least important. Place the remainder in a pile in the middle.

Now, sort them further into seven piles -- the one most important in the first pile, the two next important in the second pile, three next important in the third pile, four in the fourth, three in the fifth, two in the sixth, and the one least important in the seventh. When you have finished, your sort will look like this:

Pile 1 Pile 2 Pile 3 Pile 4 Pile 5 Pile 6 Pile 7



Remember, you are not ranking these items simply in terms of their importance -- but in terms of their importance to the teaching function. When you are satisfied with your sort, place the cards in the slots below, as you have sorted them -- one in slot 1, two in 2, and so on.

1	2	3	4	5	6	7
One Most Important	Two Next Important	Three Next Important	Four Next Important	Three Next Important	Two Next Important	One Least Important

Planning tests appropriate to evaluating established objectives. (4)	Answering pupil questions. (51)
Making attendance checks. (5)	Individual or group counseling. (56)
Leading class discussions. (13)	Recording data on pupils' permanent record cards. (83)
Personal study and planning. (18)	Attending professional conferences and workshops. (85)
Supervision of lunch rooms, halls, playgrounds. (20)	Directing pupil recitations. (89)
Preparation of lesson plans. (33)	Explaining or interpreting new material to pupils. (95)
Duplicating of stencils, transparencies, reference forms. (35)	Checking and correcting written lessons, workbooks, notebooks, etc. (97)
Procuring and setting up audiovisual equipment. (48)	Making arrangements for parent interviews, field trips, outside speakers. (98)

Teacher Activity Items (colored card)

APPENDIX B

TEACHER AIDE ACTIVITY OPINIONNAIRE

TEACHER AIDE ACTIVITY OPINIONNAIRE

(To be completed by Aided Teachers and Teacher Aides)

Grade(s) Taught _____

You are familiar with the job of the teacher aide as it has been developed in your school system. Moreover, you have had an opportunity through first-hand experience to observe how the job is actually being carried out.

The job of teacher aide consists of many duties. Some of these are listed in this questionnaire and you are asked to state your opinion regarding which aspects of the job have been emphasized in the actual job performance as you have seen it. (When the persons responding are themselves teacher aides, they are asked to state how they see their own job performance.)

CAUTION: Your ranking of the following tasks is being solicited in terms of the actual contribution of the teacher aide in terms of time and energy saved for the teacher and overall value to the school pupils and programs concerned, rather than your perception of what should have been more or less emphasized. Check one ranking only opposite each of the following tasks.

A --- Very important
B --- Relatively Important
C --- Neutral
D --- Relatively Unimportant
E --- Least Important

	A.	B.	C.	D.	E.
EXAMPLE: Marking objective tests.	✓				
1. Recording data on pupils' permanent record cards.					
2. Duplicating of stencils, transparencies, forms.					
3. Preparing charts, diagrams, bulletin board displays.					
4. Completing routine forms, e.g. - - balancing the register, uniform test results, promotion lists.					
5. Typing letters, forms, stencils, interview lists.					
6. Making attendance checks.					
7. Setting up and/or operating audiovisual equipment.					
8. Handling textbook rentals and other collections.					
9. Maintenance and inventories of equipment and supplies.					
10. Entering marks in report cards.					
11. Assisting with supervision of lunch rooms, halls, playgrounds.					
12. Making arrangements for parent interviews, field trips, outside speakers.					

13. Marking standardized tests. ____ ____ ____ ____ ____

14. Researching resource materials for particular units and/or lessons. ____ ____ ____ ____ ____

15. Obtaining library books for classroom use. ____ ____ ____ ____ ____

16. Ordering and returning films, filmstrips, tapes. ____ ____ ____ ____ ____

17. Tabulating the total number of answers right and wrong on objective test questions. ____ ____ ____ ____ ____

18. Making supplies and equipment available for use in the classroom. ____ ____ ____ ____ ____

APPENDIX C

NONTEACHING ACTIVITIES OPINIONNAIRE

NONTEACHING ACTIVITIES OPINIONNAIRE

(To be completed by all teachers)

Grade(s) Taught _____

Many teacher activities, such as lesson planning, are directly related to the teaching process. However, there are other tasks performed by the classroom teacher during or after the regular school day which, while giving a background or setting to the teaching function, have a more indirect or tenuous relationship to the actual teaching process. These might be lumped together under the classification of nonteaching activities, some of which are listed below.

You are asked to state your opinion regarding the importance you attach to these activities and the emphasis you place on them in your actual job performance in terms of time and energy expended.

CAUTION: Your ranking of these activities is being solicited in terms of actual performance, rather than your perception of what should be more or less emphasized.

Check one ranking only opposite each of the following activities.

A --- Very Important
B --- Relatively Important
C --- Neutral
D --- Relatively Unimportant
E --- Least Important

	A.	B.	C.	D.	E.
EXAMPLE: Marking objective tests.		✓			
1. Recording data on pupils' permanent record cards.					
2. Duplicating of stencils, transparencies, forms.					
3. Completing routine forms. e.g. -- balancing the register, uniform test results, promotion lists.					
4. Typing letters, forms, stencils, interview lists.					
5. Making attendance checks.					
6. Setting up and/or operating audiovisual equipment.					
7. Handling textbook rentals and other collections.					
8. Maintenance and inventories of equipment and supplies.					
9. Entering marks in report cards.					
10. Assisting with the supervision of lunchrooms, halls, playgrounds.					
11. Making arrangements for parent interviews, field trips, speakers.					
12. Marking standardized tests.					
13. Obtaining library books for classroom use.					
14. Ordering and returning films, filmstrips, tapes.					

15. Tabulating the total number of answers right and wrong on objective test questions.___ ____ ____ ____ ____

APPENDIX D

TEACHER AIDE OPINIONNAIRE

TEACHER AIDE OPINIONNAIRE

(To be completed by the school Principal)

Name: _____

I. Please indicate opposite the following goal items your opinion as to the contribution the Teacher Aide(s) has made in your school to accomplishing these goals. Do so with a check mark (✓) under one of the two headings for each item.

	High Contribution	Low Contribution
1. Pupil development	____	____
2. Staff morale	____	____
3. Teacher performance	____	____
4. Effective use of teaching materials	____	____
5. Effective use of teacher time	____	____
6. Coordination of the school's physical resources	____	____

II. Please answer YES or NO to the following questions.

1. Are you in favor of continuing the "teacher aide project" in your school?

   ____

2. Are you in favor of expanding the "teacher aide project" in your school?

   ____